
HASIL CEK_THE ROLE OF TEACHERS' COMMUNICATION SKILLS ON CHILDREN' WELLBEING IN SCHOOL

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THE ROLE OF TEACHERS' COMMUNICATION SKILLS ON CHILDREN' WELL-BEING IN SCHOOL

Muya Barida¹, Alif Muarifah²

¹Universitas Ahmad Dahlan

Email: moza_barid@yahoo.com

²Universitas Ahmad Dahlan

Email: alif_muarifah@yahoo.co.id

Abstract

This study analyzed the effect of teachers' communication skill towards the children's well-being in school. Employing 30 students as the subject of the study, this study utilized two scales namely teachers' communication skill perception scale and psychological well-being scale. The level of the validity and the reliability of these scale had been tested. The obtained data were analyzed by using linear regression to find out the strengths of the role of teachers' communication skill towards the students' well-being. The result showed that significance level (sig.2 tailed) was 0.00 or less than 0.05, it means that the role of teachers' communication skill affected significantly towards the children's well-being. Based on the findings of this study, the teachers shall implement effective and assertive communication,

Key words: teacher's communication skill, well-being, children, school

INTRODUCTION

Psychologically, students' well being is essential for school advancement since they are the learning subject. Psychological well-being is a condition where human is not only free from pressures or mental problems, more than that, it is a condition where individuals possess the ability of self-acceptance or past experience-acceptance, self-development or growth, meaningful life assurance, possessing positive relationship with others, effectively regulating their life and environment, and being autonomous (Ryff,1989).

School needs to establish psychological well-being for all students. The dimension of psychological well-being (Ryff,1989) covers: 1) Autonomy, an ability to reach self-actualization. These individuals are defined as having an internal locus of control in doing self-evaluation, in other words, they do not ask others' agreement to evaluate themselves, they have their standard in doing it. Individuals with adequate level of autonomy will be independent, able to resist social pressures to think or behave in a certain way, able to regulate their behavior and possess a personal standard for self-evaluation; 2) Environmental mastery, is the ability of individuals to choose or create an environment that corresponds to their needs and wills. Good environmental mastery can be observed by to what extent they can take

advantages of the opportunities in the surroundings. They can also creatively develop themselves through mental or physical activities; 3) Personal growth, Individuals shall develop psychologically, develop their potential to grow and proceed. Optimized utilization of individuals' capacity and gift is essential in psychological well-being. Individuals who are open to new experiences mean that they will continue to develop, not only stay in a stage where all problems are solved. Individuals with good self-development will possess developing sense, see themselves as a developing thing, realize their potential and be able to see improvement on themselves and their behavior from time to time; 4) Positive relation with others. Individuals who possess good level of positive relationships with others are shown by having a warm, satisfying, and mutual trust with others, take care of others well-being. Moreover, they are capable of showing empathy, affection, intimacy and understanding the concept of taking and give in the human relationships; 5) Purpose in Life, emphasize the importance of trust in giving a feeling and clear understanding of the purpose and the meaning of life. Individuals who possess good life purpose set target and ideal in their lives, and feel that today and past life is meaningful, They also possess faith in particular belief which makes their life more

meaningful; 6. Self-acceptance, is the primary characteristic of mental health and the main characteristic of Individuals who intend to actualize themselves optimally. This aspect emphasizes the someone's acceptance of the past, so the individuals who possess good self-acceptance will have a positive attitude toward themselves and accept various aspects both good and bad attitudes.

There are many paths that can be taken to develop students' psychological well-being. One of those paths is through communication. Communication holds an important key to the journey of human life. Communication is done to deliver the message which can improve the human existence among others. Communication can be done verbally or non-verbally.

Verbal communication is done by using spoken or written language, while non-verbal communication done by using gesture as the mean of message delivery to others. This message exchange expects to meet the fundamental need in daily life since human is a social creature. One of the social environments where the human life is school.

The school covers physical component and social component. Physical components comprise facilities, finance and financing, curriculum and pedagogy, and particular services. Social components cover the school relationship with the society, teachers, administrator, and students. The primary aim of the school is to administer the teaching and learning process between the component of teacher or administrator with other students component. The teacher and the students implement the learning activities in school. The teacher's teaching ability determines the success of learning.

The most important teaching ability is to create a good relationship between teacher and student (Sharifirad, et al., 2012). The communication relationship between the teacher and the student is to deliver meaningful messages. Accordingly, Teachers shall not only know about the communication topic and enough information about it. They shall possess the way to present the information so that the students understand the information.

Teachers' communication on students possess consistent pattern. Known as three communication patterns namely, one-way communication, two-way communication, and

multi-way communication (Effendy, 2001). In one way communication, or communication as action, teachers' role is the act giver, and the students are the receiver. Students become passive individuals who receive all messages delivered by the teachers. In two way communication, or communication as interaction, the teachers and students possess the same role. Their roles are both as the act giver and the receiver so both of them can give and receive messages. Multi-way communication or communication as a transaction is communication that involves the dynamic interaction between the teachers and the students and the dynamic interaction between the students. It is expected that communication in school can be dynamics, not only between the students but also between teachers and students.

The expectation can be reached if the teachers possess effective communication skill. Effective communication skill is effective for the teachers in delivering pedagogy, managing the class, and interacting with the students (Bee, 2012). Teachers' communication skill plays an important role in students' academic achievement (Khan, et al., 2017). Communication skill indirectly creates a climate of a relationship between the teachers and the students. If the communication is done effectively, the students will be encouraged to follow the learning process in school or outside the learning context.

RESEARCH METHOD

This was a quantitative study, the design of the study was a descriptive correlational study with prediction design (Cresswell, 2015). The study was conducted in the Elementary School in Sukoharjo, Central Java in 2018. The subjects of the study were the elementary school students and were selected through random sampling (Leedy & Ormrod, 2005), based on the sampling technique, thirty students were obtained.

The collected data were in the form of students' perception towards the teacher's communication skill and students' well-being in school by non-test data collection technique in the form of the psychological scale (Azwar, 2015) In this study; Well-being scale adapted Ryff Psychological Well-being scale (Ryff & Keyes, 1995). Whereas the teachers' communication skill scale adapted the Effective teacher communication scale (Loy, 2006) To test the internal consistency reliability and construct

validity, the psychological scale was tested and analyzed by using Alpha Cronbach (Atmoko,2012). Then, the result of the study was analyzed by using regression (Lodico, Spaulding, & Voegtler, 2010).

RESULT AND DISCUSSION

The Result of the Students' psychological well-being scale instrument trial

The psychological well-being scale was tested before it was utilized. The blueprint of the instruments was described in table 1.

Table 1 Students' psychological well-being scale blueprint

| Aspects | Indicators | Items |
|--------------------------|---|---------------------------|
| 1. Autonomy. | The ability to resist social pressures to think or behave in a certain way, able to regulate their behavior and possess a personal standard for self-evaluation | 1, 7, 13, 19, 25, 31, 37 |
| 2. Environmental mastery | The ability of individuals to choose or create an environment that corresponds to their needs and wills. | 2, 8, 14, 20, 26, 32, 38 |
| 3. Personal Growth | The ability to develop their potential to grow and proceed. | 3, 9, 15, 21, 27, 33, 39 |
| 4. Positive Relation | The ability in having a positive relationship with others. | 4, 10, 16, 22, 28, 34, 40 |
| 5. Purpose in life | The ability to give a feeling and clear understanding of the purpose and the meaning of life. | 5, 11, 17, 23, 29, 35, 41 |
| 6. Self-acceptance | The ability in accepting the past, possessing positive attitude on self and accept all self-aspect including good or bad attitude. | 6, 12, 18, 24, 30, 36, 42 |

The reliability and the validity test of Alpha Cronbach showed that the significance level was 0.760. It means that the instrument was very reliable. While based on the validity test 20 of 42 statement items were stated as valid and were then used as the psychological-well being scale.

The Result of The Teachers' Communication Skill Scale trial

The blueprint of the teachers' communication skill scale was described in table 2.

Table 2 The Teachers' communication skill scale blueprint

| Aspects | Indicators | Items |
|--|--|--------|
| 1. Listening | The ability of the teacher to listen actively rather than passively | 1--7 |
| 2. Ability To Get The Message Across | The ability of the teacher to deliver a clear message to others | 8--14 |
| 3. Insight Into The Communication Process | How well a teacher understands how communication works | 15--20 |
| 4. Emotional Management In The Communication Process | The ability of the teacher to express their emotions and their ability to deal with the feelings of others | 21--27 |
| 5. Assertive Communication | The ability of the teacher to show differing opinions and the ability to stand up for those differing opinions | 28--34 |

The reliability and the validity test of Alpha Cronbach showed that the significance level was 0.850. It means that the instrument was very reliable. While based on the validity test 25 of 34 statement items were stated as valid and were then used as the Teachers' communication skill scale.

The Result of Correlational test of The

Teachers' Communication Skill towards the Students' well-being in school.

After getting the valid instruments, the study was then conducted. The instruments were distributed to the participants to find the effect of Teachers' communication skill towards the students' well-being in school. Through regression analysis, the data as mentioned in table 3 were gained.

Table 3 The result of Regression analysis.

| Correlations | | | |
|--------------|---------------------|-----------|------------|
| | | wellbeing | komunikasi |
| wellbeing | 6 | | |
| | Pearson Correlation | .792* | |
| | Sig. (2-tailed) | | .000 |
| komunikasi | 9 | | |
| | Pearson Correlation | .792* | .1 |
| | Sig. (2-tailed) | .000 | |
| | N | 30 | 30 |

It was found that the significance level (sig.2 tailed) was 0.00 or less than 0.05. It means that the teachers' communication skill affected significantly on the students' well-being. The communication should be effective and assertive. Purpose-Assertive communication skill is the ability to express feelings and thoughts clearly and honestly without offending others (Asrowi & Barida, 2013).

Good communication between students and teacher can promote the students resource and improve their achievement optimally in school (Samdal, 1998). The student-teacher relationship has an important role in well-being in school. Hoy and Hannum see teacher affiliation as a part of school climate. It means that teachers feel good about each other, their work and their students and that they are committed both their students and the welfare of students (Hoy and Hannum, 1997). Sabo states that when pupils are asked how they like school, they will often reply how they like their teachers (Sabo, 1995).

CONCLUSION AND SUGGESTION

The role of teachers' communication skills significantly affected the children' well- being. The teachers' communication skill can provide comfort for the students in school. Students will comfortably interact with the teacher if the teachers possess good communication skill.

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